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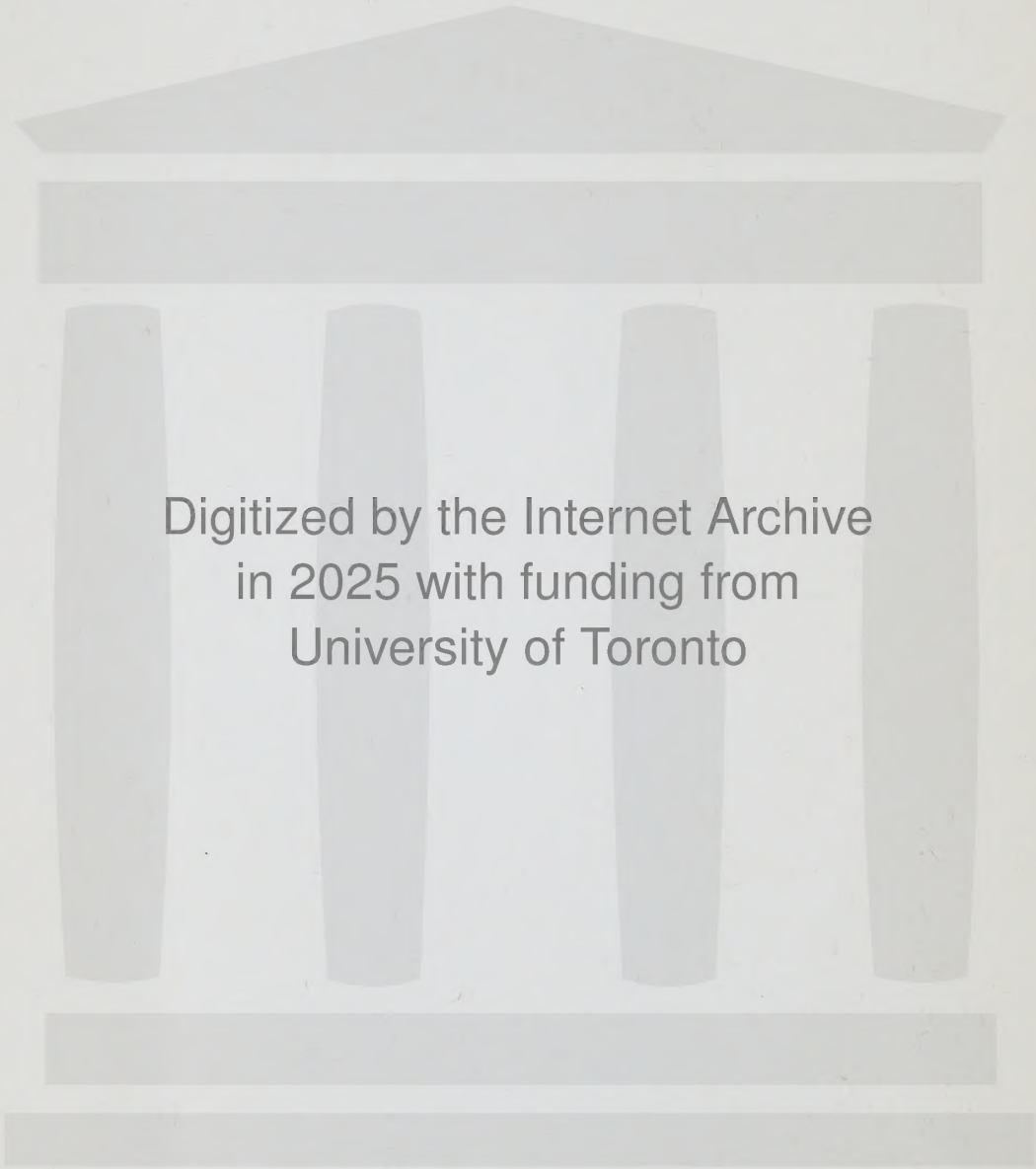
Recommendations and Information for Secondary School Organization leading to Certificates and Diplomas

Circular H.S. 1 1972/73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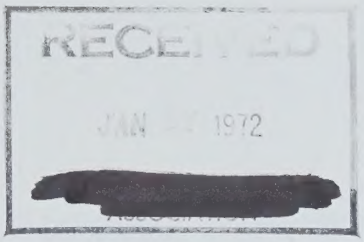

Recommendations and Information for Secondary School Organization leading to Certificates and Diplomas

Circular H.S. 1
1972/73

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Introduction

An approach to the student's program

This document outlines the pattern of secondary school education that replaces the Branch and Program structure.

As of September 1, 1972, Secondary School Graduation Diplomas of the Branch and Program type will no longer be issued.

Educators in secondary schools carry responsibility for facilitating the intellectual, social, physical, and emotional growth of young people. Basic knowledge, skills, and aptitudes which have already been learned must become more highly developed in keeping with the increased demands of life in Canadian society. The vital qualities of curiosity and imagination require consistent yet delicate stimulation. Among the basic principles of education there is also the fact that one of the greatest contributions a school can make to its students is to develop in them an active desire to continue learning throughout their lives.

The position of the secondary school in a technological society is a complex one. Teachers must understand the objectives and achievements of elementary schools while at the same time maintaining close contact with new developments in post-secondary education and in the varied fields of employment.

In many Ontario communities the fundamental aims of the secondary schools are being faced in new ways. Seeking an opportunity to relate more deeply to the individual student and to involve the student more actively in educational decision-making, principals and teachers alike are changing traditional curricular and organizational patterns. New solutions are being sought to new problems in our constantly changing society.

Organizational Objectives

Each student should have a program suited to his individual needs and aspirations.

The primary purpose of a school is to enable students to develop to the maximum of their potential as individuals and as members of society. Every decision as regards courses of study, teaching techniques, organization, and administration must be made in the light of this aim. *It follows, therefore, that student participation in the process of decision-making is particularly desirable in the secondary school.*

A student's program at any given time should reflect his current state of development. Each student must be permitted to select courses best suited to his interests, abilities, and goals for the future. A credit system with individual time-tables allows him to work at his own level in appropriate courses.

The opportunity to reach ahead in some subjects and to take more basic courses in others can be achieved if courses with different approaches and intensity are offered in each of many subjects. Provision for the full range of individual differences within any subject, course, or class requires sensitive teaching as well as the adaptation of curriculum guidelines by teachers for their students.

Procedures for evaluating student progress should be varied to meet the requirements of different courses and different groups of students. Subject promotion makes it possible for a student to repeat courses in which he has not achieved acceptable standards without having to repeat others in which his progress has been satisfactory.

School schedules should allow for educational techniques which involve varied sizes of student groups, differing patterns of time allotment, new approaches to learning and teaching, and the restructuring of courses to include multidisciplinary learning. The "knowledge explosion" in most subject fields indicates the futility of emphasizing only the gathering and memorizing of large numbers of facts and details. It is important in most subjects that students learn to investigate, analyse, synthesize, interpret, and record.

School organization should allow for learning processes based on inquiry and research by the student, on individual and independent study, on group instruction, on small-group interaction, and on the use of media centres. Thus teachers and students can select the learning conditions best suited to their needs and to the nature of the subject. Teachers become guides and planners, helping students to learn through the most appropriate means within a framework of mutually established goals.

Building a Student Program

Areas of Study

An area of study may be defined as a broad segment of man's knowledge and inquiry. The diploma requirements are designed to ensure that each student obtains some experience in each of these broad areas of knowledge and inquiry while still permitting a substantial degree of specialization if desired.

Each principal in consultation with his staff must classify the courses offered in his school under four broad areas—communications, social and environmental studies, pure and applied sciences, and arts. *The example below illustrates one way in which some of the subjects in the school program might be classified under these headings.* The purpose of the four areas into which the courses offered by the school are divided is to ensure breadth in the student's diploma program. They need not necessarily be regarded as a suggestion for an organizational structure.

Communications

This area consists of studies that are primarily concerned with man's interchange of thought and with all modes of human expression. It could include courses from such subjects as:

*Data processing
Drafting
English
Français
German
Latin
Shorthand

Social and Environmental Studies

This area consists of studies that are primarily concerned with man's unique nature and his interaction with his environment and his fellows. It could include courses from such subjects as:

*Data processing
Economics
Geography
History
Retail merchandising
World politics
World religions

Pure and Applied Sciences

This area consists of those studies and related skills that are primarily concerned with the properties of matter and energy, the conditions of their interaction, and the application of this understanding to the solution of practical problems. It could include courses from such subjects as:

*Data processing
Elements of technology
Horticulture
Industrial arts
Mathematics
Sciences
Space and man

Arts

This area consists of studies concerned with the aesthetic nature of man and the creative expression of that nature. It could include courses from such subjects as:

Art
Floriculture
Graphic arts
Music
Physical and health education
Screen education
Theatre arts

Classification of Courses

There are several subjects which, according to the content or stress given, are logically appropriate in more than one area of study. The assignment of a course to an area of study will depend upon the point of view from which the course is planned and the method of approach to be used.

Current technical and commercial courses for example, exhibit a wide diversity in character, function, and approach. New approaches in these fields are making some of the offerings less specifically vocational in nature. Therefore, in the judgement of the principal, some courses may be placed within an area of study not traditionally associated with that subject.

*See *Classification of Courses*

Development of Courses

1
Curriculum guidelines issued by the Department provide the framework within which courses of study are to be developed at the local level to meet the needs, interests, and aptitudes of the students. Assistance in adaptation can be provided by Department of Education program consultants who have been directed to give priority to this type of service. The current Ontario Department of Education curriculum guidelines are listed in Appendix A. (See page 15.)

2
New or experimental courses not included in the rationale of existing Departmental guidelines require approval for purposes of credit towards an Ontario school graduation diploma. Approval is also required for the use of textbooks to be used in connection with new or experimental courses.

3
The chief education officer for a school board will send a request for approval to the Regional Director of Education, along with an outline of the nature of the studies to be undertaken, the level at which the course will be given, the textbooks and reference materials proposed for use, and the intended date of introduction of the course.

4
The Regional Director will enlist the assistance of the program consultants and central office curriculum personnel in examining the course. At the same time, central office curriculum personnel will consider the proposed textbooks.

5
Requests for approval must be sent well in advance of the proposed introduction of the course.

6
Approval, when given, applies only to a specific course at the school named in the letter of approval.

7
Approval of courses for credit towards the Secondary School Honour Graduation Diploma is granted on a one year basis only.

Approval of Textbooks

1
Circular 14, Textbooks, an annual publication issued by authority of the Minister of Education, lists textbooks approved for use in the schools.

2
Principals and municipal supervisory officials are reminded of their responsibilities under the Acts and Regulations pertaining to textbooks used in the schools under their jurisdiction. Reference should be made to the General Information section of Circular 14 and the pertinent extracts from the Acts and Regulations for provisions concerning the selection of textbooks.

3
Requests for approval to use textbooks not listed in Circular 14 or not covered under Section 5(c) of that Circular must be submitted by the chief education officer for a school board to the Regional Director of Education for the attention of the provincial Director of Curriculum.

4
Where textbooks are to be selected locally under Section 5(c) of Circular 14, preference should be given to books by Canadian authors or editors, printed and bound in Canada.

Definition of Credit

A credit is defined as successful completion of a course containing work that normally would be completed after 110 to 120 hours of scheduled time.

Note:
The above definition of credit is not meant to imply that courses should only be offered in units of 110 to 120 hours. The definition is provided as a criterion to assist in measuring the progress of a student towards a diploma and should be applied to a particular course or unit of study by dividing the time actually scheduled, or which would be required if the work was done in scheduled time, by 115 hours. "Scheduled time" should not include homework normally associated with school work nor should it include travelling time for courses given away from the school.

Requirements for the Secondary School Graduation Diploma

A secondary School Graduation Diploma will be granted on the recommendation of the principal of the secondary school last attended to a student who has completed satisfactorily a minimum of 27 credits in a secondary school on the following basis:

- at least one credit from each of the four *areas of study* in each of the student's first two years in a secondary school (8 credits);
- at least one further credit after the first two years from each of the four *areas of study* (4 credits); and
- a further 15 credits.

1
Principals should encourage students who are capable to take more than the minimum program required.

2
Apart from the broad prescriptions concerning areas of study, no subjects are obligatory for diploma purposes except that English or Anglais is an obligatory subject in French-language secondary schools and either may be used to satisfy diploma requirements.

3
Within this framework the principal may make specific prescriptions with the approval of the parents,* on the basis of a student's needs and the facilities and courses available.

4
The student and his parents* must assume responsibility for curriculum choices made contrary to the advice of the principal and his staff.

5
Certain organizational patterns such as semester or trimester or summer school systems may create units of work which equal less than a full credit.

*Students who have attained the age of majority bear full responsibility for their curricular choices and do not require parental approval.

Requirements for the Secondary School Honour Graduation Diploma

Courses available in the secondary school and leading to the Secondary School Honour Graduation Diploma provide an opportunity for students to study in depth a limited number of subject areas or to continue a broad and diversified program. Students may select the courses which will fulfil their individual needs and interests. In order to derive maximum benefit from the studies undertaken, students should be helped and encouraged to utilize the widest possible variety of learning resources in both scheduled and unscheduled time. Principals are encouraged to develop as flexible a scheduling pattern as possible for courses leading to the Secondary School Honour Graduation Diploma, so that a student will have the widest possible choice in selecting his individual program.

1
The definition of credit for Secondary School Graduation Diploma purposes applies in unmodified form to courses counting for credit towards the Secondary School Honour Graduation Diploma.

2
A Secondary School Honour Graduation Diploma will be granted on the recommendation of the principal of the secondary school last attended to a student who has gained six credits comprising work acceptable for the Secondary School Honour Graduation Diploma.

3
Fractional credits greater than a unit credit may be presented for diploma purposes. In order to ensure a minimum depth of study in Honour Diploma work, no fractional credit less than one will be accepted.

4
Students continue to have freedom in the selection of courses from among those available in their school. More than one credit may be presented in a particular subject area for the Secondary School Honour Graduation Diploma. The importance of careful choice in the light of the future plans of the student should be emphasized.

5
Work acceptable for the Secondary School Honour Graduation Diploma may be:
(a)
courses that are within the rationale of existing Departmental grade 13 curriculum guidelines, or
(b)
approved courses that are not within the rationale of existing Departmental grade 13 curriculum guidelines. In order to be approved for purposes of credit towards the Secondary School Honour Graduation Diploma, new or experimental courses must correspond to the level of scholarship and depth of treatment of the existing grade 13 curriculum guidelines. Therefore a full description of the proposed course must be submitted to the Regional Director of Education in accordance with the procedure outlined on page 7.

6
Assistance in adapting courses to the credit pattern may be obtained from program consultants at the regional offices of the Department of Education.

Additional Information Regarding Certificates and Diplomas

Secondary School Graduation Diploma

1
Where a student enters an Ontario secondary school organized on a credit system after completing one or more years of any program, including the former occupational program, in a secondary school not so organized, or when a student is entering from an elementary school or a private school which offers secondary school courses, or when a school is in the process of implementing a credit system, the *further* credit requirements for diploma purposes are:

- after one completed year—
  a total of 20 credits;
- after two completed years—
  a total of 13 credits;
- after three completed years—
  a total of 6 credits.

2
The principal of a secondary school shall upon request issue a statement of standing on school stationery to a student who leaves school upon or prior to completing requirements for the Secondary School Graduation Diploma. The statement may be issued at any time during the school year and must show the number of credit courses satisfactorily completed and any partial year's work which, in the opinion of the principal, is significant.

3
A student who is accepted for advanced enrolment in the spring in a post-secondary institution before completing requirements for the Secondary School Graduation Diploma may be released on April 20, 1973, on the recommendation of the secondary school principal. Such a student will not be eligible for a Secondary School Graduation Diploma, but he will be given a statement of standing and a copy of the recommendation for advanced enrolment over the signature of the principal.

4
The qualifications listed in *Appendix B: Certificates Accepted in Lieu of Approved Courses in Music*, in the column "Towards the Secondary School Graduation Diploma", may be counted as two credits towards the Secondary School Graduation Diploma.

Secondary School Honour Graduation Diploma

1
A principal shall, by the last school day in June, issue over his own signature a statement of standing to each student who has been enrolled in courses leading to the Secondary School Honour Graduation Diploma.

2
Standing obtained in either French or Français, but not both, will be counted for the purposes of the Secondary School Honour Graduation Diploma. This provision also applies to English and Anglais.

3
Where a student holds one or more grade 13 credits as defined in or prior to 1970-71, he may qualify for a Secondary School Honour Graduation Diploma either:
(a)
by successfully completing work after September 1, 1971, to make a combined total of seven former and new credits; or
(b)
by having grade 13 credits obtained in or prior to the 1970-71 school year re-evaluated according to the definition of credit on page 8 *and* successfully completing work after September 1, 1971, to make a combined total of six new credits. In no case may a student who failed to qualify for a Secondary School Honour Graduation Diploma by August 31, 1971, be awarded the diploma without completing a minimum of one new credit after that date.

4
Students may undertake courses qualifying for credit towards the Secondary School Honour Graduation Diploma prior to completing the requirements for the Secondary School Graduation Diploma.

5
A credit obtained in a course leading to the Secondary School Honour Graduation Diploma may be counted towards the Secondary School Honour Graduation Diploma or the Secondary School Graduation Diploma, but not both.

6
A student who is accepted for advanced enrolment in the spring in a post-secondary institution before completing requirements for the Secondary School Honour Graduation Diploma may be released on April 20, 1973, on the recommendation of the secondary school principal. Such a student will not be eligible for a Secondary School Honour Graduation Diploma, but he will be granted a statement of standing and a copy of the recommendation for advanced enrolment over the signature of the principal.

7
The provisions with respect to the Secondary School Honour Graduation Diploma place upon the principal the responsibility of ascertaining whether a student has completed successfully the requirements for the diploma when standing in some of his courses has been obtained at another school.

8
The qualifications listed in *Appendix B: Certificates Accepted in Lieu of Approved Courses in Music*, in the column "Towards the Secondary School Honour Graduation Diploma", may be counted as one credit towards the Secondary School Honour Graduation Diploma. The certificates are accepted even though they may have been accepted in part for the Secondary School Graduation Diploma.

Certificate of Training

(See Occupational Education, page 13.)

Private-School Students

1
When the principal of a private school operating a school-year program or a summer-school program applies to the Department to have an area superintendent report on his school with respect to the standard of instruction and the work of students in subjects leading to the Secondary School Graduation Diploma or the Secondary School Honour Graduation Diploma, the Regional Director of Education will arrange for the inspection.

2
Upon the recommendation of the principal of a private school where the area superintendent and the Regional Director of Education have reported the quality of teaching and the work of the students to be satisfactory, a Secondary School Graduation Diploma or a Secondary School Honour Graduation Diploma will be granted to a student when he has completed the appropriate requirements.

Private-Study Students

1
When a student is preparing himself by private study in a course, he shall notify the principal of the school from which he hopes to obtain standing as early as possible but not later than the first school day in February, and thereupon the principal shall arrange for a process of evaluation of the student's work.

2
When a student has obtained satisfactory standing by a process of evaluation approved by the principal, the principal shall give him a statement on school stationery certifying that he has gained standing in the course concerned.

3
Except with the permission of the principal, a student may not undertake private study for credit in a course that is taught in the day or evening classes of the secondary school or inspected private school he attends during the school year.

4
When a private-study student has completed the appropriate requirements for the Secondary School Graduation Diploma or the Secondary School Honour Graduation Diploma, he must present this evidence to the principal of the school where he last gained standing. The appropriate diploma will be granted on the recommendation of the principal.

Correspondence Courses

A student who obtains the required standing for either the Secondary School Graduation Diploma or the Secondary School Honour Graduation Diploma through the correspondence courses offered by the Department of Education will be recommended for the appropriate diploma by the Director of Correspondence Courses. Refer to the booklet *Correspondence Courses 1972-73.*

Planning and Services

Planning

Prior to the introduction of changes in a school, the principal, his staff, students, and parents should discuss thoroughly the new educational pattern and prepare a continuous program of evaluation and information for the community. It is important that the community be fully aware of the significance of current trends in education and the specific aims associated with particular changes in the school. Provision should also be made for appropriate in-service professional development.

The planning of a high school program that will permit differentiated progress for individual students requires considerable time and energy. The definition of credit given in this document establishes time as a genuinely flexible resource and permits the utilization of longer or shorter cycles, out-of-school activities that are part of the curriculum, block or modular schedules, and annual, semester, or trimester organizations.

Such organizational patterns as independent study, team teaching, unscheduled time, and large, medium, and small groups, all have distinct advantages in given situations, but each creates special demands on planning. If the formal "class" is no longer used as an organizational or instructional unit, the principal should provide a system in which each student can relate to a particular teacher who acts as an adviser and is able to direct the students to appropriate sources of help and advice.

Assistance in the planning and implementation of change may be obtained from program consultants in the regional offices of the Department of Education.

Guidance Services

In view of the wide variety of curricular choices available, it is essential that high priority be given to consultation resources in each school. The principal should pay particular attention to this factor in his planning. Teachers should meet regularly with guidance counsellors in order that the information needed by students may be readily available from all staff members.

The planning of individual programs with students necessitates continuous assessment of individual potentialities and achievement. Guidance services are vital in such areas as the adjustment of new and special education students, liaison with feeder schools, the provision of a satisfactory flow of educational and vocational information to students, teachers, and parents, utilization of the resources of community agencies, and the maintenance of a continuous counselling service.

Students and their parents, however, should be aware that the responsibility for the choice of courses is ultimately the student's; whether made in accordance with or contrary to the advice of teachers, guidance counsellors, or the principal.

Media Centre

An increased emphasis on independent study and research requires a variety of learning materials. Areas for independent and small group activities are encouraged.

Regularly scheduled classes in the media centre should be avoided so that the centre may be accessible to groups and individual students at all times of the school day as well as before and after regular school hours. Consideration should be given to the extension of service to evenings and weekends.

Most effective use is made of the media centre when the principal, teachers, students, and the school librarian co-operatively determine the materials and services which need to be provided.

Principals should encourage those in charge of media centres to place particular emphasis upon the acquisition of suitable learning materials of Canadian origin.

Occupational Education

Certificate of Training

Occupational education consists of specifically adapted courses whose purpose is to provide education and skills training for those students who wish a program that will prepare them for their occupational goals or for their further education. Student programs of up to four years' duration may be provided depending upon individual needs. Provision should be made for admission of students from special programs in the elementary school.

The credit definition on page 8 applies also to courses developed for occupational education. Credits earned in these courses will count equally with others towards the Secondary School Graduation Diploma.

Instruction should be assigned to experienced, sympathetic teachers who have an understanding of the student's problems and a commitment to the objectives of these courses. The number of students in classes should be consistent with the objectives of an individualized program. Teachers as well as guidance personnel should accept responsibility for counselling students and for assisting them to obtain employment at the appropriate time.

Courses should be developed following a study of the abilities and needs of the students, the types of employment available, and the needs of the community.

Activities in shops should simulate actual working conditions as much as possible. This may be complemented by out-of-school educational experience in real work situations.

It should be brought to the attention of students that if they wish to enter an apprenticeship in a designated trade, they must meet the educational requirements of that apprenticeship.

Normally a 50/50 balance of general and practical courses is suggested for a student's program, with exceptions in certain individual cases. However, every effort should be made to integrate and relate the content and applications of the courses.

Students must have the opportunity to select their programs from the full range of offerings available at the school. The selection of courses should not be restrictive toward either sex, but dependent mainly upon student interest and ability.

A certificate of training will be granted by the Department of Education on the recommendation of the principal to a student who has successfully completed a program of occupational education of up to three years duration in a secondary school.

The certificate may be supplemented by a letter on school stationery issued by the principal describing the student's program. This letter should include the duration of the program and its areas of concentration.

Special Education in the Secondary Schools

The goal of special education is the integration of as many exceptional students as possible into regular programs. Special education students include those who have behavioural handicaps (e.g., emotional disturbances, social maladjustment), communicative handicaps (e.g., English as a second language, hearing impairment, learning disability, perceptual handicap, speech impediment), intellectual exceptionality (e.g., mental handicaps, retardation, high ability), and physical handicaps. Instruction for a student who is homebound or hospitalized is also a special education service.

The basic elements of the secondary school pattern facilitate the accommodation of individual students with unique educational needs. Minor adjustments can enable increased numbers of exceptional students to participate in regular courses.

Modified student programs and processes of evaluation should be arranged to allow for a student's areas of dysfunction so that the student may attend those courses which he likes and from which he feels he can derive benefit. Although most special students will have had extensive assessments and program prescriptions at the elementary school levels, a continuing assessment of strengths, weaknesses, and interests should be provided and adjustments arranged as changes appear.

Consultative services are available to principals, teachers, and students in many school jurisdictions. Additional service is available on request through the regional offices of the Department of Education.

Provision for Summer School Students

1
Under the provisions of Subsection 27 of Section 35 of *The Schools Administration Act*, summer schools may be established by boards of education in any subjects of the elementary and secondary school program. Separate school boards may establish summer schools in any subjects of the elementary school program and the Intermediate Division. Paragraph 24 of Subsection 2 of Section 1 of the Act as amended by Bill 241, *An Act to Amend The Schools Administration Act, 1968-69*, provides for grant allowance for attendance at summer school. Since grants are paid in respect of resident students taking summer school courses provided by a board in the same manner as for day school students during the regular school year, no fees are to be charged to such students. The chief education officer of the board concerned shall notify the Registrar by May 15 of the subjects in which it intends to operate a summer school.

2
Courses offered by summer schools may be of three types:
(a)
Courses carrying certificate or diploma credit, designed for students who have taken the same courses in day classes during the regular school year but who have not obtained standing or who wish to improve their standing in such courses.
(b)
Courses for credit which have not been previously studied.
(c)
Courses that are not for credit but that are designed to meet the specific interests or needs of students.

3
Students who meet the terms for admittance established by the board operating the summer school may be admitted to summer school courses.

4
Summer school courses may not begin until after the last legal school day in June, nor extend beyond the first legal school day of the following school year.

5
Courses taken for credit by students who did not obtain sufficient standing during the regular school year in the same course need not be scheduled for the full time stated in the credit definition given on page 8. In no case, however, may the amount of scheduled time be less than one half the total time provided for the course during the regular session. Standing for students in these courses shall be established by taking the higher of the standings obtained in summer school and in the regular day classes, not by averaging the two.

6
To qualify for certificate or diploma credit, courses that have not been taken previously by the student must be studied in a manner comparable to that which would apply to the regular school term. Under a credit system, the credit definition given on page 8 applies in unmodified form. Fractional credits may be arranged.

7
On or before the last day of August, a statement of the standing obtained in summer school courses should be issued to the student by the board operating the summer school. Where the course carries certificate or diploma credit, the standing shall also be reported to the principal of the school that the student last attended. This standing shall be accepted by the principal of the school last attended as if it had been granted upon his report and shall be recorded in school records along with courses taken during the regular school year.

8
Where a student, through attendance and achievement at an approved summer school, completes the requirements for a certificate or diploma, he will be recommended immediately for the appropriate certificate or diploma by the principal of the school last attended, who will submit the required records to the Registrar.

Appendix A: Department of Education Guidelines

(as of September 1971)

*Asterisked courses are contained in publications that are out of print and in the process of withdrawal from active use in the schools.

**Since these publications do not contain a specific Grade 13 syllabus, schools offering Honour Graduation level courses in these fields should submit outlines to the Regional Director, as in the case of a new or experimental course.

†Guidelines that outline courses acceptable for Secondary School Honour Graduation credit.

*Accountancy RP.31/1963
†Accountancy Practice RP.31/1963
Advertising and Sales Promotion RP.32/1964
Agricultural Mechanics RP.27A/1966
Agriculture RP.21/1962
Air Conditioning and Refrigeration RP.27/1963
Aircraft RP.27/1963
†Algebra S.12C Supplement/1971
†Anglais 1970
Applied Electricity RP.27/1963
Applied Electronics RP.27/1963—superseded by Elements of Electrical Technology S.27B/1969
Art I.13 and I.13A/1968
†Art S.13/1962
Auto Body Repair RP.27/1963
*Auto Body Repair RP.35/1962
Auto Mechanics RP.27/1963
*Automobile Servicing RP.35/1962

Basic Business Typing 1971
Basic Programming RP.33/1966
Biology RP.50/1963
†Biology, Grade 13/1969
Bookkeeping RP.31/1963
Business Data Processing RP.33/1966
Business Finance RP.31/1963
Business Law RP.31/1963
Business Machines RP.31/1963
Business Mathematics RP.31/1963
Business Organization and Management RP.31/1963
Business Practice RP.31/1963
Business Systems Programming RP.33/1966

†Calculus S.12C Supplement/1971
*Carpentry RP.35/1962
Chemistry RP.51/1965
Chemistry S.17D/1966
†Chemistry S.17E/1967
Communications and Business Procedures 1971
Computer Concepts RP.33/1966
Computer Fundamentals RP.33/1966
Computer Science 1970
Correspondence and Spelling RP.31/1963

Dietary Supervisors RP.52/1966
Drafting RP.27/1963
Drafting (Architectural) RP.27/1963—superseded by Elements of Construction Technology 1970
*Drafting (Blueprint Reading and Sketching) RP.35/1962
Drafting (Electrical) RP.27/1963
Drafting (Mechanical)—superseded by Elements of Mechanical Technology S.27D/1969
**Dramatic Arts 1970
*Drycleaning and Pressing RP.35/1962

Economics 1971
Economics, Grade 13, 1971
*Electrical Appliance Repair RP.35/1962
Elements of Computer Technology 1970
Elements of Construction Technology 1970
Elements of Electrical Technology S.27B/1969
Elements of Mechanical Technology S.27D/1969
English, Intermediate Division, 1969
English RP S.4/1967
†English S.4(13)/1968
Evolution of Marketing RP.32/1964

Fashion Arts RP.54/1967
Français, Niveau Intermediare, 1971
Français RP.46/1964
†Français S.46(13)/1968
French I.15A/1968
French S.15A/1970
French I & S.15/1961 and S.15A(11-12)/1970—superseded by French S.15/1970
French I & S.15/1961 and RP.15/1964
†French I & S.15/1961 and RP.15/1964 and S.15A(13)/1968
†Functions and Relations S.12C Supplement/1971

Geography RP.7/1962
Geography I.7 (& 9)/1962
†Geography S.7/1968, Géographie/1968
*Geography RP.35/1962
Geology RP.47/1963
German I & S.15/1961
†German I & S.15/1961 and S.15B(13)/1968
Graphic Arts RP.27/1963
Greek (Latin and) Greek/1969
†Greek S.11(13)/1968
Group Guidance 13 (& S.5) 1962
Group Guidance 13 (& S.5) 1968

*Hairdressing RP.35/1962
History I.(7 &) 9/1962
*History RP.9/1964
History 1970, Histoire 1971
History RP.35/1962
†History, Senior, 1970 (Canada in North America) Histoire 1971
History S.9/1962—superseded by History 1970
and History, Senior, 1970 (Canada in North America)
Home Economics I.6/1964
Home Economics RP.35/1962
Home Economics RP S.6/1964
†Home Economics S.6(13)/1968

Industrial Arts I.19 and S.19/1962
Industrial Chemistry RP.27/1963
Industrial Physics S.27C/1967
Introduction to Accounting 1970
Italian S.15D/1968
†Italian S.15D(13)/1968

Janitorial Service RP.35/1962

Latin, Latin (and Greek)/1969
†Latin S.11(13)/1968

Machine Shop Practice RP.27/1963
Man in Society RP.48/1965
*Masonry and Allied Trades RP.35/1962
Mathematics I.12C/1964
Mathematics I.12D/1966
*Mathematics RP.35/1962
Mathematics (Technical) RP.27/1963
Mathematics RP.12/1962
Mathematics S.12A/1963
Mathematics S.12B/1964
†Mathematics of Investment RP.31/1963
*Merchandising RP.35/1962
Merchandising (Retail) RP.32/1965
†Music S.16/1968
Music (Instrumental) I & S.16B/1967
Music (Vocal) I & S.16A/1967

*Nursery School and Child Care RP.35/1962
Nursing Assistants RP.53/1966

*Office Practice RP.31/1963

*Painting and Decorating RP.35/1962
Penmanship RP.31/1963
**Physical Education S.29/1960
Physical and Health Education I.29/1966, Education Physique et Hygiène/1967
Physical and Health Education S.29A/1969
Physics S.17A/1966
†Physics S.17C/1967
Plumbing RP.27/1963
Principles of Data Processing RP.33/1966
Process of Marketing RP.32/1964

Record Keeping RP.31/1963
*Restaurant Services RP.35/1962
Russian I & S.15/1961
†Russian I & S.15/1961 and S.15C(13)/1968

*Science (Environmental) I.21/1967/1968
*Science (General) I.I(E)/1961
Science (General) RP.17/1964
Science (Technical) RP.27/1963
Screen Education 1970
*Secretarial Practice RP.31/1963
*Sheet Metal RP.35/1962
Sheet Metal Practice RP.27/1963
Shorthand RP.31/1963
Small Engines RP.35/1962
Space and Man 1969
Spanish I & S.43/1964
†Spanish I & S.43/1964 and S.43(13)/1968
Special Commercial Data Processing RP.33/1966
Systems Design RP.33/1966

Traffic, Shipping and Transportation RP.32/1964
*Typewriting RP.31/1963
Typewriting, Personal I & S.31A/1969

Unit Record Fundamentals RP.33/1966
Urban Studies 1971

Welding RP.27/1963
*Welding and Cutting RP.35/1962
Woodworking (Building Construction) RP.27/1963
Woodworking (Cabinet Making and Millwork) RP.27/1963
Woodworking (General) RP.27/1963
Woodworking (Pattern Making and Casting) RP.27/1963
World Politics RP.49/1964
World Religions 1971

Appendix B: Certificates Accepted in Lieu of Approved Courses in Music

(See page 10, note 4, Secondary School Graduation Diploma, and note 8, Secondary School Honour Graduation Diploma.)

	Towards the Secondary School Graduation Diploma	Towards the Secondary School Honour Graduation Diploma
Royal Conservatory of Music of Toronto	(i) Grade VII Practical and Grade II Theory or Rudiments or (ii) Grade III Theory	(i) Grade VIII Practical and Grade II Theory or Rudiments or (ii) Grade IV Theory
Western Ontario Conservatory, London	(i) Grade VII Practical and Grade II Theory or (ii) Grade III Theory	(i) Grade VIII Practical and Grade II Theory or (ii) Grade IV Theory
Royal Hamilton College of Music	(i) Grade VII Practical and Grade II Theory or (ii) Grade III Theory	(i) Grade VIII Practical and Grade II Theory or (ii) Grade IV Theory
McGill Conservatorium	(i) Grade 9 Practical and Grade 9 Theory or (ii) Grade 10 Theory and T.C.M. Grade III History	(i) Grade 10 Practical and Grade 10 Theory or (ii) Grade 11 Theory
Trinity College London, England	Grade V Practical and Grade IV Theory	(i) Grade VI Practical and Grade V Theory or (ii) Grade VIII Theory
Royal Schools London, England	Grade V Practical and one of: (i) Grade IV Grammar of Music or (ii) Grade IV Theory	Grade VI Practical and one of: (i) Grade IV Grammar of Music or (ii) Grade V Theory

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